

First 5 School Readiness Program Evaluation: Kindergarten Entry Profiles



Overview and Statewide Results
Fall 2006
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Executive Summary

The First 5 School Readiness (SR) Program is targeting the very children who are most in need of its services and supports in order to help them be successful when they enter school. The SR Program programs and services have served many of the children attending high-priority schools and their families. The fall 2006 SR Program evaluation Kindergarten Entry Profiles data collection found:

- Children in very good or excellent health had higher mastery of important school readiness skills than children in poor or fair health.
- Children who participated regularly in early childhood education programs before attending kindergarten had significantly better mastery of key developmental competencies.
- Children whose families regularly engaged in literacy activities (reading, singing, or storytelling three or more times a week) had significantly better mastery of developmental competencies at kindergarten entry.
- Parenting education and support services promoted activities that led to increased school readiness.

Overview of the KEP Report

This report contains statewide data and information from the Fall 2006 Kindergarten Entry Profiles (KEP) data collection, which included the Modified Desired Results Developmental Profile (MDRDP) and the family interview.

The report includes 11 sections. Sections include information on how to read the tables, key findings, and copies of the tables.

- I. Summary of Kindergarten Entry Profiles data collection.
- II. Demographic characteristics of the children and families in participating schools (Tables 1-2).
- III. Children's developmental competencies at kindergarten entry, including parental concerns about children's development (Tables 3-8).
- IV. Correlations among four domains of developmental competencies (Table 9).
- V. Family and community practices and services that support children's readiness for school success (Table 10).
- VI. Schools' readiness for children: Kindergarten transition activities (Table 11).
- VII. Receipt of services funded by First 5 California (Table 12).
- VIII. Distribution of developmental mastery (Figure 1).
- IX. Children's developmental competencies related to selected child and family characteristics (Tables 13-14 and Figures 2-9).
- X. Limitations of the data.
- XI. Using statewide and school-level data for program planning.

I. Summary of Kindergarten Entry Profiles data collection

What are the Kindergarten Entry Profiles?

- The Kindergarten Entry Profiles (KEP) are a snapshot at kindergarten entry of children's developmental competencies (based on the National Education Goals Panel's definition of school readiness) and of family and community supports to help children succeed in school.
- The KEP used two instruments (a teacher-completed checklist [MDRDP] and a family interview) to collect the information.
- The KEP is one component of the entire First 5 School Readiness (SR) Program evaluation. The comprehensive SR Program evaluation addresses a full range of issues on school readiness.

Who participated?

- A statewide representative sample of schools with SR Program funding participated in the KEP data collection. The final sample included 123 schools in 57 counties.¹
- Data were weighted to represent all kindergarten children at high-priority schools (i.e., those with low academic achievement scores) in California. For more information, see "Technical Document: 2004 Kindergarten Entry Profiles (KEP) Sampling and Weighting Procedures."²
- Parents of kindergarten children from each eligible school were invited to participate (representing a total of 11,263 kindergarten children for the MDRDP and 10,844 kindergarten children for the family interview at 123 schools). Of those, parents of 9,062 children (80%) gave consent to teachers to complete an MDRDP and parents of 8,678 children (80%) gave consent to be contacted for a family interview.

When did data collection take place?

- Data were collected between July 2006 and January 2007.

What was the content of the instruments?

- The two instruments used were intended to gather information about the cohort of incoming kindergartners based on the National Education Goals Panel's (NEGP) definition of school readiness, which the First 5 California SR Program has adopted. This definition has three major components:
 - (a) Children's readiness for school in five dimensions: health and physical development, cognition and general knowledge, communicative skills, emotional well-being and social competence, and approaches to learning.
 - (b) Schools' readiness for children.
 - (c) Family and community supports and services that contribute to children's readiness for school success.
- The first instrument was the teacher-completed checklist, a modified version of the Desired Results Developmental Profile, referred to as the MDRDP. It includes items about four of the five dimensions of children's readiness for school (cognition and general knowledge, communicative skills, emotional well-being and social competence, and approaches to learning). The MDRDP was tested for interrater and test-retest reliability.³
- The second instrument was the family interview, containing items providing information about (a) children's health and physical development, (b) preschool and home experiences prior to kindergarten, (c) kindergarten transition activities, and (d) family demographic information.

¹ Siskiyou County did not have a school participate in the study.

² Available by contacting First 5 California at evaluation@ccfc.ca.gov.

³ The reliability report was made available in spring 2005. Contact First 5 California for a copy of the report.

- The combined information from the two instruments provides data that address all three components of the NEGP definition of school readiness.

What was the response rate?

- A total of 7,984 MDRDP checklists were completed (88% of children for whom parental consent was provided), which is 71% of the cohort of 11,263 eligible kindergarten children in the 123 schools who were eligible to have an MDRDP completed.
- Interviews were completed with parents of 5,064 children (58% of children for whom parental consent was provided), which is 47% of the cohort of 10,844 kindergarten children in the 123 schools who were eligible to have a family interview completed.
- Response rates varied across schools, and the weighting procedure used assures that results are representative of kindergarten children in high-priority schools across the state.⁴

Response Rate Summary

	N	Percent
➤ Schools participating in data collection ⁵	123	
➤ Children eligible to participate in data collection		
– MDRDP	11,263	100
– Family interview	10,844	100
➤ Children with parental consent		
– MDRDP	9,062	80
– Family interview	8,678	80
➤ Teacher-completed MDRDP checklists returned	7,984	88
➤ Number of family interviews completed	5,064	58

⁴ For more information see “Technical Document: 2004 Kindergarten Entry Profiles (KEP) Sampling and Weighting Procedures.”

⁵ Schools with a 1999-2000 API score higher than 3 are not included in weighted analysis.

II. Demographic characteristics of the children and families in participating schools

Reading Tables 1 and 2

- “N” in the second column represents the actual number of children who had each characteristic. For example, in Table 1, 4,608 children were reported to be less than or equal to 5.5 years of age.
- “**KEP Statewide Data %**” in the third column is the percentage of children in California’s high-priority schools having the characteristic in the first column. For example, in Table 1, 67% of the children (i.e., a total of 4,608 children) in high-priority schools statewide were reported by their parents to be less than or equal to 5.5 years of age.
- For some items, “**National Data**” are reported in the fourth column. The national data are the percentages of all kindergarten age children in the entire country, from studies that are nationally representative of the general population of kindergartners (indicated by footnotes). The purpose of presenting the national data is to provide a context for interpreting the statewide KEP data.



Key Findings in Tables 1-2: Demographics

- The majority of children in the participating schools were Hispanic or Latino (78%), and for about half (56%) their primary language was Spanish (Table 1).
- Many mothers (15%) were only teenagers when their child was born (Table 2).
- Nearly half of the children’s mothers (44%) had less than a high school education (Table 2).
- About two-thirds of families (67%) had low annual household incomes (less than \$30,000).
- Over half of the families (57%) were receiving some form of public assistance (WIC, Food Stamps, TANF, etc.) (Table 2).

Table 1: Child Demographic Characteristics¹	N	KEP Statewide Data %	National Data %
Child's age²:			
≤ 5.5 years	4,608	67	57
> 5.5 years	2,307	33	43
Gender²:			
Male	3,582	51	50
Female	3,565	49	50
Race/Ethnicity²:			
White	423	6	61
Black or African American	359	9	14
Hispanic or Latino	5,880	78	19
Asian	274	5	} 3
Pacific Islander	54	1	
Other	177	1	3
Child's primary language²:			
English	2,320	40	89
Spanish	4,563	56	9
All other languages	276	4	2
Where child born²:			
Inside U.S.	4,070	93	94
Outside U.S.	407	7	4
Child has an individualized education program (IEP) for special education³:			
Yes	228	3	6
No	5,012	69	--
Unknown/Not reported	1,959	28	--
Child's birth weight⁴:			
Low (< 2,500 grams)	362	8	8
Normal (≥ 2,500 grams)	4,045	92	92
¹ Information was taken from the family interview and/or the Modified Desired Results Developmental Profile (MDRDP). ² National data are for kindergarten age children from the National Household Education Survey (2003). ³ National data are for 3- to 5-year-old children from Individuals with Disabilities Education Act data (2003) (www.IDEAdat.org). ⁴ National data are for 5- to 6-year-old children from the National Health Interview Survey (2003).			

Table 2: Family Demographic Characteristics¹	N	KEP Statewide Data %	National Data %
Mother's age when child was born²:			
< 17 years	126	3	1
17-19 years	531	12	7
20-24 years	1,294	30	19
25-29 years	1,126	25	26
30 years or older	1,330	31	47
Mother's education level²:			
Grade 0-5	432	7	1
Grade 6-8	825	15	3
Grade 9-11	945	22	9
High school graduate or GED	1,458	35	24
Some college	555	15	30
BA degree	114	3	21
Higher than a BA degree	69	2	11
Total number of family members in household²:			
Two	103	3	5
Three	494	11	15
Four	1,347	29	38
Five	1,256	28	24
Six	719	16	11
Seven	286	7	3
Eight or more	249	6	4
Mother's marital status²:			
Married or living with a partner	3,545	77	81
Widowed, divorced, separated	415	10	9
Never married	483	13	10
Annual household income²:			
Less than \$10,000	654	16	8
\$10,000 - <\$20,000	1,184	31	10
\$20,000 - <\$30,000	782	20	13
\$30,000 - <\$40,000	490	13	10
\$40,000 - <\$50,000	216	7	9
\$50,000 - <\$75,000	199	7	20
≥ \$75,000	200	6	30
Number of times family has moved in the past 2 years:			
None	2,555	59	--
One	1,224	27	--
Two or more	682	14	--
Received public assistance in past 12 months²:			
WIC	2,133	46	15
Food Stamps	1,185	28	14
TANF, CalWORKs, or welfare	702	18	8
Funds or services from other organizations (e.g., a church or food bank)	145	3	--
Assistance from any of the four above categories	2,582	57	--
¹ Information from the family interview.			
² National data are for kindergarten age children from the National Household Education Survey (2003).			

III. Children’s developmental competencies at kindergarten entry, including parental concerns about children’s development

Tables 3-7 address the NEGP’s five dimensions of children’s readiness for school:

- Health and physical development (Table 3)
- Cognition and general knowledge (Table 4)
- Communicative skills (Table 5)
- Emotional well-being and social competence (Table 6)
- Approaches to learning (Table 7).

Table 8 addresses parental concerns about the NEGP’s five dimensions of children’s readiness for school.

Reading Table 3

- See Reading Tables 1 and 2 on page 5.



Key Findings in Table 3: Physical Well-being and Motor Development

- More children were described as being in fair or poor health (7%) than in the general population (4%).
- 5% of children were reported by parents to have a developmental delay.

Table 3: Children’s Developmental Competencies at Kindergarten Entry: Physical Well-being and Motor Development¹	N	KEP Statewide Data %	National Data %
Overall health status reported to be fair or poor ²	357	7	4
Child has a reported developmental delay ³	212	5	4

¹ Information from the family interview.
² National data are for kindergarten age children from the National Household Education Survey (2003).
³ National data are for 5- to 6-year-old children from the National Health Interview Survey (2003).

Reading Tables 4-7

Tables 4, 5, 6, and 7 present information from the MDRDP about children's developmental competencies at kindergarten entry.

- The individual items from the MDRDP were grouped into four domains corresponding to four of the five NEGP dimensions:
 - Twelve items in the cognition and general knowledge domain (Table 4).
 - Six items in the communicative skills domain (Table 5).
 - Nine items in the emotional well-being and social competence domain (Table 6).
 - Three items in the approaches to learning domain (Table 7).
- “N” in the second column is the number of children with information about the item in the first column.
- Teachers rated each child's developmental competency for each item on the MDRDP as “Fully mastered,” “Almost mastered,” “Emerging,” or “Not yet.” The percentage of children who were rated with each level of mastery is shown in the tables. For example, in Table 4, 28% of children had fully mastered the item “Understands that letters make up words (e.g., knows some of the letters in his or her name).”
- The percentages in the “% Fully Mastered” to “% Not Yet” columns should total 100. Because of rounding, some totals equal 101% or 99%.
- At the bottom of Tables 4, 5, 6, and 7, the percentage of all children who had **fully mastered all items** in that domain is shown. For example, in Table 4, 8% of all children had fully mastered all 12 items in the cognition and general knowledge domain.
- At the bottom of Tables 4, 5, 6, and 7, the percentage of all children who had **fully or almost mastered all items** in that domain is shown. For example, in Table 4, 28% of all children had fully or almost mastered all 12 items in the cognition and general knowledge domain.



Key Findings across Tables 4-7: Developmental Competencies

- Most children did not have high levels of mastery of the MDRDP developmental competencies.
- In each of the four domains of the MDRDP, fewer than one-eighth of children had fully mastered all of the developmental skills and behaviors measured for that domain.
- Only about one-fourth to two-fifths of all children had fully or almost mastered all of the developmental skills and behaviors measured for each of the four domains.
- On most individual MDRDP competencies, about one-third to one-half of children had low levels of mastery (i.e., the children did not have the skill at all or it was just emerging).



Key Findings in Table 4: Cognition and General Knowledge

- Only 8% of children had fully mastered all items in the cognition and general knowledge domain.
- Many children had low levels of mastery (not yet or emerging) on many early literacy skills.

Table 4: Children’s Developmental Competencies at Kindergarten Entry: Cognition and General Knowledge ¹	N	% Fully Mastered	% Almost Mastered	% Emerging	% Not Yet
Individual items:					
Understands that letters make up words (e.g., knows some of the letters in his or her name)	7,190	28	28	30	13
Recognizes print in the environment (e.g., recognizes signs around the room as labels for “Puzzles,” “Toys,” or “Books”)	7,196	23	29	33	15
Makes three or more letter-sound correspondences (e.g., knows the letter “b” makes the “buhh” sound)	7,197	28	24	28	20
Pretends to read books	7,172	32	31	32	6
Engages in discussion about books (e.g., predicts events in a story, retells main events from a story in order)	7,179	19	30	35	17
Draws a picture related to a story and talks about his or her drawing	7,191	25	31	34	10
Uses pretend writing during play activities (e.g., scribbles lines and shapes)	7,176	28	27	32	13
Writes three or more letters or numbers	7,194	41	26	24	9
Uses pictures and letters to express thoughts and ideas	7,195	26	29	34	11
Orders objects from smallest to largest (e.g., orders various circle sizes, nests cups, lines up from shortest to tallest)	7,157	25	31	30	13
Understands that numbers represent quantity (e.g., can get three apples out of the box, asks for two more crackers, can put out one napkin for each child)	7,186	27	31	30	12
Understands numbers and simple operations, and uses math manipulatives, games, toys, coins in daily activities (e.g., adding, subtracting)	7,172	15	26	37	22
Fully mastered all items (% of children)	7,199	8	28		
Fully or almost mastered all items (% of children)	7,199				
¹ Items from Modified Desired Results Developmental Profile (MDRDP).					



Key Findings in Table 5: Communicative Skills

- Only 9% of children had fully mastered all items in the communicative skills domain.
- Many children had low levels of mastery (not yet or emerging) for important communication skills that most preschoolers typically have mastered.

Table 5: Children's Developmental Competencies at Kindergarten Entry: Communicative Skills¹	N	% Fully Mastered	% Almost Mastered	% Emerging	% Not Yet
Individual items:					
Follows two-step requests that are sequential, but not necessarily related (e.g., "Please pick up the ball and then get your coat")	7,197	30	34	27	9
Understands increasing number of specialized words (e.g., different types of dinosaurs, various ingredients in recipe)	7,190	18	30	36	16
Understands complex, multi-step requests (e.g., "Put your jacket away, get any materials you need to finish what you started yesterday, and let me know if you need any help")	7,194	20	30	34	16
Engages in conversations that develop a thought or idea (e.g., tells about a past event, asks how something works)	7,197	19	30	35	16
Participates in songs, rhymes, games, and stories that play with sounds of language (e.g., claps out sounds or rhythms of language; creates own rhyming words through songs, fingerplays, chants)	7,196	22	35	35	8
Tells about own experiences in a logical sequence (e.g., "After I get picked up, it's usually dinner time. Then, I play, brush my teeth, and go to bed")	7,197	18	29	35	17
Fully mastered all items (% of children)	7,199	9			
Fully or almost mastered all items (% of children)	7,199		33		
¹ Items from Modified Desired Results Developmental Profile (MDRDP).					



Key Findings in Table 6: Emotional Well-being and Social Competence

- Only 10% of children had fully mastered all items in the emotional well-being and social competence domain.
- Only about one-fourth of children had fully mastered important social developmental skills related to following rules and routines, regulating emotions, and using adult help appropriately in social situations.

Table 6: Children's Developmental Competencies at Kindergarten Entry: Emotional Well-being and Social Competence¹	N	% Fully Mastered	% Almost Mastered	% Emerging	% Not Yet
Individual items:					
Seeks adult help when appropriate (e.g., asks adult for assistance to open bottle of paint)	7,197	30	34	28	8
Seeks adult help after trying to resolve conflict or problem on his or her own (e.g., "Miss Lu, I asked Frederica not to play with the ball around our sand castle but she won't stop")	7,192	23	33	32	11
Negotiates with peers to resolve social conflicts with adult guidance (e.g., agrees to alternatives like sharing or taking turns)	7,192	19	33	35	13
Expresses empathy or caring for others (e.g., consoles or comforts a friend who is crying)	7,189	24	35	31	10
Participates in cooperative group efforts (e.g., group project or game, dramatic play, taking turns; organized play and games with specified or invented rules)	7,194	26	37	30	7
Exhibits impulse control and self-regulation (e.g., uses appropriate words or sign language to show anger when a toy is taken by another child, waits for turn on playground equipment, shows some patience)	7,194	26	33	30	11
Follows rules when participating in routine activities (e.g., handles toys with care, joins group for snack or circle time, tolerates transitions)	7,195	29	37	27	7
Comforts self and controls the expression of emotion with adult guidance (e.g., can express anger or sadness without tantrums, fights, or physical conflicts)	7,192	28	35	28	8
Understands and follows rules in different settings (e.g., transitions between classroom, after-school program, and playground; lowers voice when enters library)	7,196	29	35	29	8
Fully mastered all items (% of children)	7,199	10			
Fully or almost mastered all items (% of children)	7,199		38		
¹ Items from Modified Desired Results Developmental Profile (MDRDP).					



Key Findings in Table 7: Approaches to Learning

- Only 12% of children had fully mastered all items in the approaches to learning domain.
- Only one-fourth of children showed good persistence in completing a task, a skill typically mastered before kindergarten.
- Most children were described as not having fully mastered behaviors related to approaches to learning.

Table 7: Children's Developmental Competencies at Kindergarten Entry: Approaches to Learning¹	N	% Fully Mastered	% Almost Mastered	% Emerging	% Not Yet
Individual items:					
Observes and examines natural phenomena through senses (e.g., notices different types of bugs, asks why it rains)	7,199	16	31	37	16
Shows willingness to take risks in learning new skills (e.g., climbs jungle gym, tries to play a new musical instrument, tries out a new game)	7,199	23	36	33	8
Stays with or repeats a task (e.g., finishes a puzzle, asks that block structure be left to work on after snack, makes a really long Play-Doh snake out of many pieces)	7,199	25	35	31	8
Fully mastered all items (% of children)	7,199	12			
Fully or almost mastered all items (% of children)	7,199		40		

¹ Items from Modified Desired Results Developmental Profile (MDRDP).

Reading Table 8

- See Reading Tables 1 and 2 on page 5.



Key Findings in Table 8: Parental Concerns about Children's Development

- Some parents had concerns about the child's seeing (17%), hearing (14%), using hands and fingers (12%), and using arms and legs (10%).
- About 3 out of 10 parents had concerns about the child's behavior (29%), and one-fifth had concerns about how the child was learning to do things for himself/herself (20%).
- About one-fifth to one-fourth of parents had concerns about their children's school readiness skills (e.g., ability to talk, to understand what others say, to learn school skills, or to get along with others).

Table 8: Children's Developmental Competencies at Kindergarten Entry: Parental Concerns¹	N	KEP Statewide Data %
Parental concerns about:		
Physical Well-being and Motor Development		
How child sees	740	17
How child hears	559	14
How child uses hands and fingers	515	12
How child uses arms and legs	394	10
Cognition and General Knowledge		
Whether child can do what other children his/her age can do	741	18
How child learns school skills	1,072	26
Communicative Skills		
How child understands what others say	928	22
How child talks	1,181	28
Emotional Well-being and Social Competence		
How child behaves	1,256	29
How child gets along with others	1,010	23
Child's emotional well-being	1,172	27
Approaches to Learning		
How child is learning to do things for himself/herself	811	20
¹ Information from the family interview. The items about parents' concerns are from the Parents' Evaluation of Developmental Status (PEDS) developed by Frances Glascoe and colleagues, and were used with permission from the author.		

IV. Correlations among four domains of developmental competencies

Reading Table 9

- In columns A-E, the first number is the correlation coefficient, the second number is the p-value, and the third number is the unweighted sample size.
- Numbers in bold and italics represent strong statistically significant correlations.
- Overall level of mastery across all MDRDP items was computed in the following way:
 - Each individual MDRDP item was assigned the following values: 1 = not yet mastered, 2 = emerging, 3 = almost mastered, and 4 = fully mastered.
 - Estimates of mastery across all 30 individual MDRDP items were added together for each child to provide an overall estimate of mastery, ranging from 30 to 120. Children who had not yet mastered any of the 30 individual MDRDP items had an overall mastery of 30. Children who had fully mastered all 30 individual MDRDP items had an overall mastery of 120.



Key Findings in Table 9: Relationships among Domains of Developmental Competencies

- Children's levels of mastery across the four domains of developmental competencies (cognition and general knowledge, communicative skills, emotional well-being and social competence, and approaches to learning) are strongly related to each other.
- Children with higher mastery in one domain tended to have higher mastery in the other domains as well (i.e., skill levels in one domain are highly positively correlated with skill levels in the other domains).

Table 9: Correlations among Overall Level of Mastery and the Domains of Developmental Competencies					
<i>Item/Indicator</i>	A	B	C	D	E
A. Overall level of mastery for all MDRDP items	1.00 7,199	0.96 <0.001 7,199	0.95 <0.001 7,199	0.91 <0.001 7,199	0.92 <0.001 7,199
B. Overall level of mastery for the cognition and general knowledge domain		1.00 7,199	0.88 <0.001 7,199	0.77 <0.001 7,199	0.86 <0.001 7,199
C. Overall level of mastery for the communicative skills domain			1.00 7,199	0.82 <0.001 7,199	0.88 <0.001 7,199
D. Overall level of mastery for the emotional well-being and social competence domain				1.00 7,199	0.80 <0.001 7,199
E. Overall level of mastery for the approaches to learning domain					1.00 7,199

V. Family and community practices and services that support children's readiness for school success

Reading Table 10

- See Reading Tables 1 and 2 on page 5.



Key Findings in Table 10: Family and Community Practices and Services

Health and Social Services

- Nearly three-fourths of children (75%) had a regular place where they received medical care, compared with population estimates of 95% for all kindergarten age children across the entire country.
- Almost 9 in 10 had health insurance (90%) and dental care (86%).
- Nearly three-fourths of children had developmental assessments prior to kindergarten (72%).

Early Care and Education

- Since age 3, 62% of the children had regularly attended a preschool or center-based child care program.
- About 3 in 10 (28%) had regular home-based child care, and only 28% of these children had providers who were licensed.

Parenting and Family Support

- Three-fourths of parents did some literacy activity every day (75%), with about 6 in 10 parents (61%) reading to their children daily.
- Since their children were age 3, more than one-third of parents (37%) had participated in parenting services, such as classes, support groups, or home visits.

Safe Home Environment

- More than 8 in 10 children (85%) lived in smoke-free homes.

Table 10: Family and Community Practices and Services That Support Children's Readiness for School Success¹	N	KEP Statewide Data %	National Data %
Health and social services:			
Has a regular place and doctor for medical care ²	2,969	68	} 95
Has only a regular place for medical care ²	276	7	
Has neither regular place nor doctor ²	1,220	25	
Has health insurance ³	3,957	90	90
Had dental care in the past 2 years ³	3,795	86	90
Received special services or participated in a program for children with special needs prior to this school year ³	313	8	5
Had a developmental assessment prior to kindergarten	3,182	72	--
Early care and education:			
Attended preschool, Head Start, or center-based child care program ³	2,770	62	67
Preschool program attended was a Head Start program ³	1,458	35	14
Preschool program attended was a state pre-kindergarten program	813	17	--
Received home-based child care on a regular basis	1,274	28	--
If received home-based child care on a regular basis, care was provided by a licensed child care provider	388	30	--
Parenting and family support:			
Family literacy activities³:			
Sings songs with child daily	1,964	47	45
Sings songs with child 3-6 times a week	1,066	23	27
Tells stories to child daily	1,707	39	25
Tells stories to child 3-6 times a week	1,165	26	30
Reads to or shows picture books to child daily	2,697	61	45
Reads to or shows picture books to child 3-6 times a week	1,123	26	35
Any family literacy activity daily	3,319	75	--
Any family literacy activity 3-6 times a week	813	18	--
Family participation in parenting services:			
Had more than one home visit from someone trained in parenting techniques	666	15	--
Attended any support groups to help with parenting	781	18	--
Attended a parenting class	1,173	27	--
Participated in any parenting service	1,629	37	--
Safe home environment:			
Has a smoke-free home environment	3,870	85	--
¹ Information from the family interview. ² National data are for 5- to 6-year-old children from the National Health Interview Survey (2003). ³ National data are for kindergarten age children from the Early Childhood Longitudinal Study (1998-99).			

VI. Schools' readiness for children: Kindergarten transition activities

Reading Table 11

- See Reading Tables 1 and 2 on page 5.



Key Findings in Table 11: Kindergarten Transition Activities

Kindergarten Transition Activities

- Many parents reported that their children's schools offered kindergarten transition activities.
 - Three-fourths of parents and their children (75%) had been invited to visit the schools before school started or had received information about how to prepare their children for kindergarten (79%).
 - Nine in 10 parents were told how to contact the schools about their concerns (90%) or had received materials or advice about how to help their children learn at home (89%).

Parents' Perceptions of Children's Transitions into Kindergarten

- Early in the school year, most parents (96%) had met their children's kindergarten teachers.
- Eight in 10 parents (80%) felt that kindergarten transition activities provided by the schools were "about right" for what their children needed.
- About one-fourth of parents (23%) said their children's transition into kindergarten was "somewhat hard" or "very hard."

Table 11: Schools' Readiness for Children: Kindergarten Transition Activities¹	N	KEP Statewide Data %	National Data %
Kindergarten transition activities²:			
Parents invited to visit classroom and school before school started	3,321	75	--
Parents received information sent home to prepare child for kindergarten	3,539	79	66
Parents received information about contacting school with concerns	3,998	90	89
Parents got materials or advice about how to help child learn at home	3,948	89	--
Kindergarten transition activities provided by the school were:			
More than child needed	579	13	--
Less than child needed	263	7	--
About right	3,566	80	--
Parent has met child's kindergarten teacher²:			
Yes	4,291	96	97
No	198	4	--
Parent reported that starting school was:			
Very easy for child	2,045	47	--
Somewhat easy for child	1,285	30	--
Somewhat hard for child	882	18	--
Very hard for child	237	5	--
¹ Information from the family interview. ² National data are for kindergarten age children from the Early Childhood Longitudinal Study (1998-99).			

VII. Receipt of services funded by First 5 California

Reading Table 12

- See Reading Tables 1 and 2 on page 5.



Key Findings in Table 12: Receipt of services funded by First 5

Early Care and Education Programs Funded by First 5

- About one-fifth of parents (19%) reported that their children attended a preschool, Head Start, or center-based child care program that was funded by First 5.

Parenting and Family Support Services Funded by First 5

- About one-fifth of parents (19%) reported that they participated in programs or services about parenting funded by First 5, including:
 - 7% had home visits.
 - 9% attended support group programs.
 - 13% attended parenting classes.
- About one-third of parents (34%) received a First 5 Kit for New Parents.

Table 12: Receipt of Services Funded by First 5 California¹	N	KEP Statewide Data %	National Data %
Receipt of services from programs funded by First 5²:			
Early care and education programs funded by First 5:			
Child attended preschool, Head Start, or center-based child care program that received funding from First 5	845	19	--
Parenting and family support services funded by First 5:			
Parent participated in home visiting program that received funding from First 5	300	7	--
Parent attended support group program that received funding from First 5	399	9	--
Parent attended parenting class offered by a program that received funding from First 5	582	13	--
Parent participated in any parenting service from a program that received funding from First 5	840	19	--
Receipt of First 5 Kit for New Parents:			
Family received a First 5 Kit for New Parents	1,494	34	--
¹ Information from the family interview.			
² For these items, many parents responded "Don't Know."			

VIII. Distribution of developmental mastery

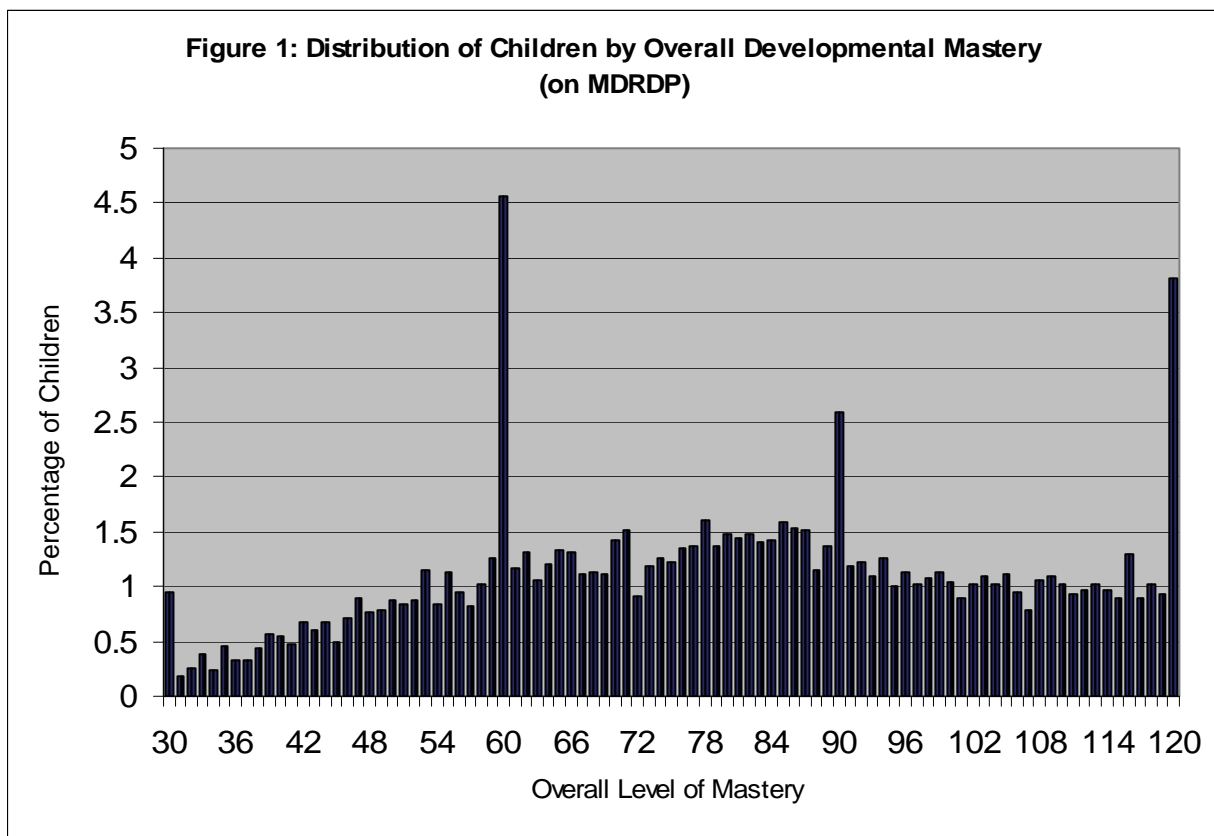
Reading Figure 1

- The graph below shows the percentage of children with each overall level of mastery. See Reading Table 9 on page 15 for information on how overall level of mastery across all MDRDP items was computed.



Key Findings in Figure 1: Children's Overall Developmental Mastery

- The average level of developmental mastery across all MDRDP items for all children was 81, which is the same as the median of 80.
- Children are distributed fairly normally across the full range of mastery levels, with the largest proportion grouped near the middle.



IX. Children's developmental competencies related to selected child and family characteristics

Reading Table 13

- Table 13 shows data about overall level of mastery across all MDRDP items in relation to nine child and family characteristics.
- “N” in the second column represents the actual number of children who had each characteristic. For example, in Table 13, 2,489 children attended preschool.
- The third column shows the **overall mastery** for children with specific child and family characteristics. For example, children who attended preschool had an average overall mastery of 83, on a scale of 30 to 120. For more information on overall mastery levels, please see page 15.
- The fourth column shows the **standard deviation**, an indication of how spread out the data are across possible levels of mastery. Roughly speaking, 68% of the data will fall within 1 standard deviation of the average and 95% of the data will fall within 2 standard deviations of the average. A larger standard deviation indicates that the data are more spread out. For example, 68% of the children will have overall mastery levels between 57.4 and 104.6 (81 ± 23.6).
- The fifth column shows the **p-value**, which indicates whether the comparisons between items are statistically significant. For example, children who attended preschool had significantly higher mastery across all MDRDP items than children who did not attend preschool, as indicated by a p-value of less than .001.
- If the p-value in the fifth column less than .05, then additional analyses were conducted to test for significant differences within a category. The superscript letters indicate if two items are statistically significantly different. If the letters next to the items are the same, then those two items are not statistically significantly different.



Key Findings in Tables 13 and 14: Mastery across All MDRDP Items, by Selected Child and Family Characteristics

- Children with relatively higher levels of mastery of the developmental competencies were more likely to have:
 - Attended a preschool program.
 - Parents who read to them regularly.
 - Easier transitions to kindergarten.
 - Mothers with higher educational levels.
 - Better overall health status.
 - English as the primary language.

Table 13: Mastery across All MDRDP Items, by Selected Child and Family Characteristics¹	N	Mastery across ALL MDRDP items	Standard deviation	p-value
Level of mastery across all MDRDP items	7,199	81	23.6	--
Child's race/ethnicity				<.001
White ^a	423	88	22.8	
Hispanic or Latino ^b	5,880	80	23.7	
All other races/ethnicities ^c	864	83	22.8	
<i>Note: Significant difference between a and b and a and c</i>				
Child's primary language				<.001
English ^a	2,320	85	22.8	
Spanish ^b	4,563	78	23.6	
All other languages ^c	276	79	23.7	
<i>Note: Significant difference between a and b and a and c</i>				
Child has an individualized education program (IEP)				<.001
Yes ^a	228	73	25.7	
No ^b	5,012	82	23.3	
<i>Note: Significant difference between a and b</i>				
Mother's education level				<.001
Grade 0-5 ^a	377	74	23.4	
Grade 6-11 ^b	1,571	78	23.2	
High school graduate or GED ^c	1,321	83	23.3	
Some college, BA or higher ^d	679	89	22.2	
<i>Note: Difference between all pairs are significant</i>				
Child's overall health status				<.001
Excellent or very good ^a	2,624	83	23.3	
Good ^b	1,076	78	23.4	
Fair or poor ^c	321	76	24.6	
<i>Note: Significant difference between: a and b</i>				
Preschool attendance				<.001
Yes ^a	2,489	83	23.0	
No ^b	1,534	77	24.0	
<i>Note: Significant difference between a and b and a and c</i>				
Parent reads to child				<.001
Every day ^a	2,446	83	22.9	
3-6 times per week ^b	1,000	80	24.2	
0-2 times per week ^c	572	75	24.4	
<i>Note: Significant difference between a and b, b and c, and a and c</i>				
Parent participation in any parenting service				.984
Yes	1,455	81	23.6	
No	2,567	81	23.6	
Parent reported that starting school was:				<.001
Very or somewhat easy for child ^a	3,006	84	22.9	
Very or somewhat hard for child ^b	992	71	23.5	
<i>Note: Significant difference between a and b</i>				

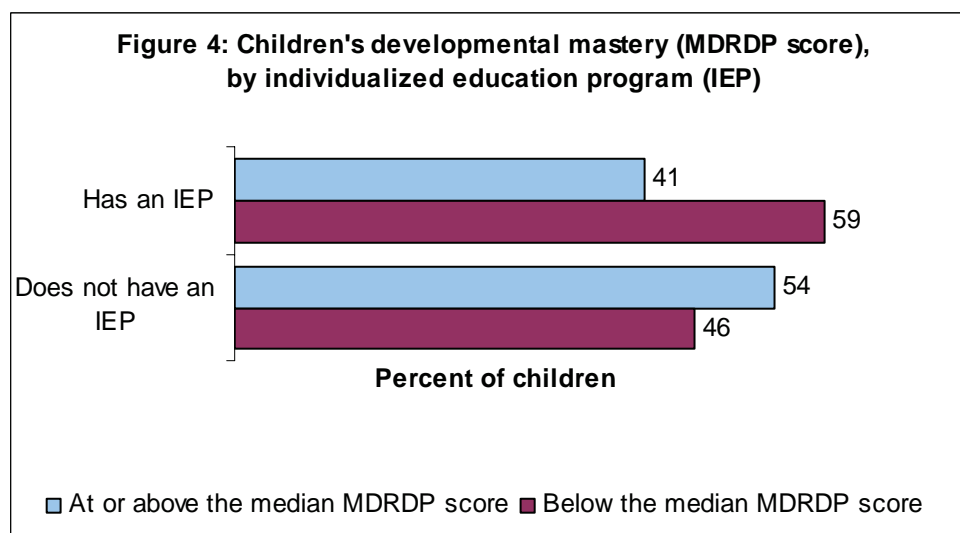
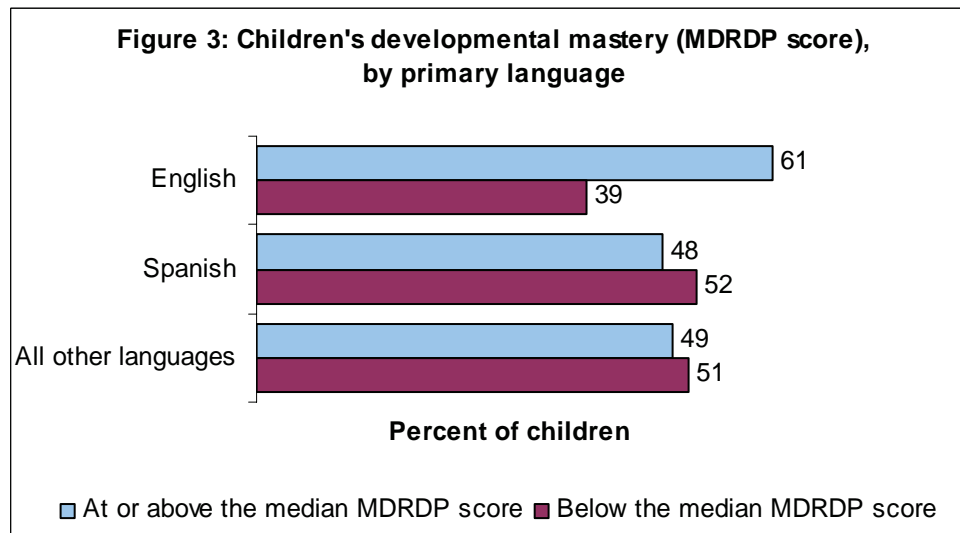
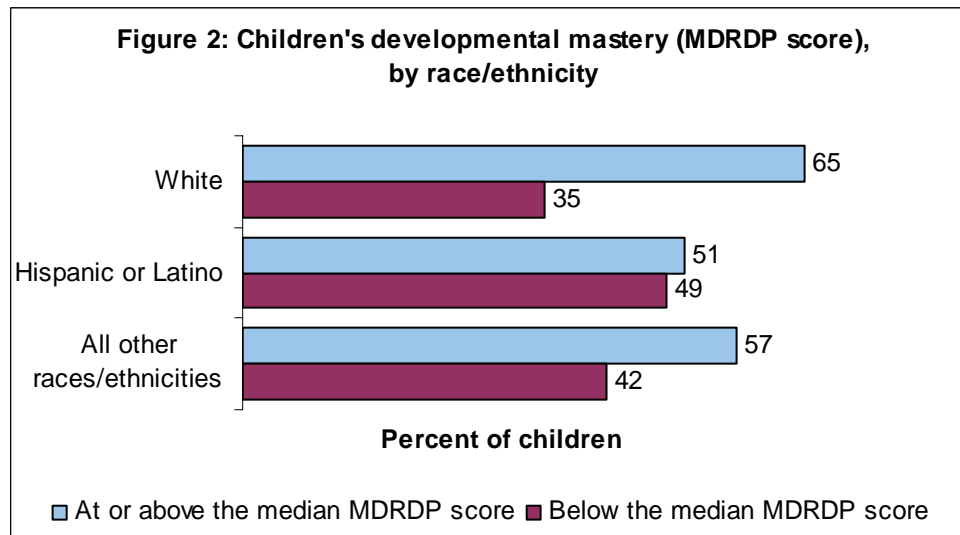
¹ Information was taken from the family interview and/or the Modified Desired Results Developmental Profile (MDRDP).
Notes: 1. For two-item comparisons, a t-test was used; for multiple-item comparisons, one-way analysis of variance was used.
2. ^{abcd} Items with footnotes that do not match are statistically different at the .05 or higher significance level. For example, in the item "Parent reads to child," the "Every day" group mean is different from the "3-6 times per week" and "0-2 times per week" group means.

Reading Table 14

- Table 14 shows data about overall level of mastery across all MDRDP items in relation to the median MDRDP score and nine child and family characteristics. Graphical representations of the data are provided after the table.
- “N” in the second column represents the actual number of children who had each characteristic. For example, 2,489 children attended preschool.
- The third and fourth columns show the **overall mastery** for children with specific child and family characteristics. These columns display the percentages of children with overall mastery levels above and below the median. The median is the mastery level in the middle of the distribution: half the scores are above the median, and half are below the median. The median MDRDP score was 80. For example, of the 2,489 of children who attended preschool, 58% scored at or above the median on the MDRDP. For more information on overall mastery levels, please see page 15.
- The fifth column shows the **p-value**, which indicates whether the comparisons between groups are statistically significant. For example, children who attended preschool had significantly higher mastery across all MDRDP items than children who did not attend preschool, as indicated by a p-value of less than .001.
- If the p-value in the fifth column is less than .05, then additional analyses were conducted to test for significant differences within a category. The superscript letters indicate if two items are statistically significantly different. If the letters next to the items are the same, then those two items are not statistically significantly different.

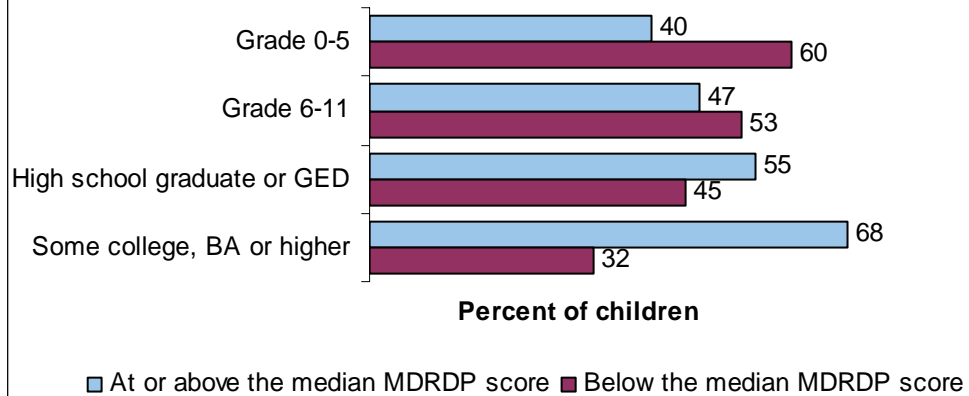
Table 14: Mastery across All MDRDP Items in Relation to the Median MDRDP Score, by Selected Child and Family Characteristics¹	N	% below the median MDRDP score	% above and at the median MDRDP score	p-value
Child's race/ethnicity				<.018
White ^a	423	35	65	
Hispanic or Latino ^b	5,880	49	51	
All other races/ethnicities ^c	864	42	57	
<i>Note: Significant difference between a and b</i>				
Child's primary language				<.001
English ^a	2,320	39	61	
Spanish ^b	4,563	52	48	
All other languages ^c	276	51	49	
<i>Note: Significant difference between a and b and a and c</i>				
Child has an individualized education program (IEP)				<.070
Yes	228	59	41	
No	5,012	46	54	
Mother's education level				<.001
Grade 0-5 ^a	337	60	40	
Grade 6-11 ^b	1,517	53	47	
High school graduate or GED ^c	1,321	45	55	
Some college, BA or higher ^d	679	32	68	
<i>Note: Significant difference between a, b, c compared with d; b and c compared with a</i>				
Child's overall health status				<.001
Excellent or very good ^a	2,624	43	57	
Good ^b	1,076	52	48	
Fair or poor ^c	321	56	44	
<i>Note: Significant difference between a and b and a and c</i>				
Preschool attendance				<.001
Yes ^a	2,489	42	58	
No ^b	1,534	54	46	
<i>Note: Significant difference between a and b</i>				
Parent reads to child				<.001
Every day ^a	2,446	43	57	
3-6 times per week ^b	1,000	50	50	
0-2 times per week ^c	572	55	45	
<i>Note: Significant difference between a and c</i>				
Parent participation in any parenting service				.712
Yes	1,455	46	54	
No	2,567	47	53	
Parent reported that starting school was:				<.001
Very or somewhat easy for child ^a	3,006	41	59	
Very or somewhat hard for child ^b	992	64	36	
<i>Note: Significant difference between a and b</i>				
¹ Information was taken from the family interview and/or the Modified Desired Results Developmental Profile (MDRDP). Notes. Chi-square analyses were conducted to test for significant differences. When there were multiple items (three or more) a 3 x 2 or 4 x 2 chi-square was conducted to generate a chi-square statistic. When the chi-square was significant ($p < .05$), 2 x 2 post hoc chi squares were conducted to test for significant differences between pairs of items at a p-value less than .05. When significant differences exist between two items, the differences are indicated in the note line.				

Graphical representations of statistically significant findings in Table 14

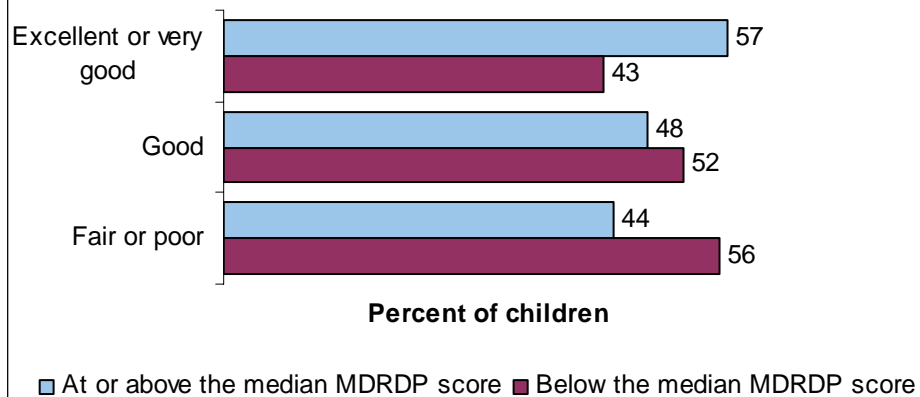


Note: For sample sizes and interaction effects, please see Table 13.

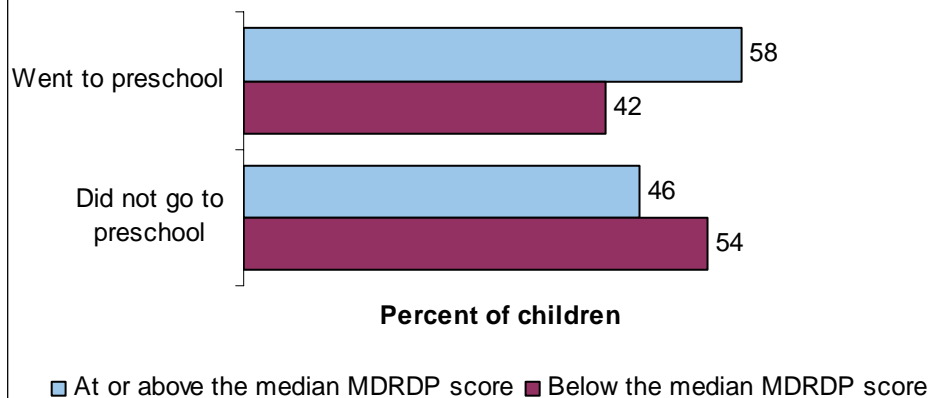
**Figure 5: Children's developmental mastery (MDRDP score),
by mother's education level**



**Figure 6: Children's developmental mastery (MDRDP score),
by overall health status**

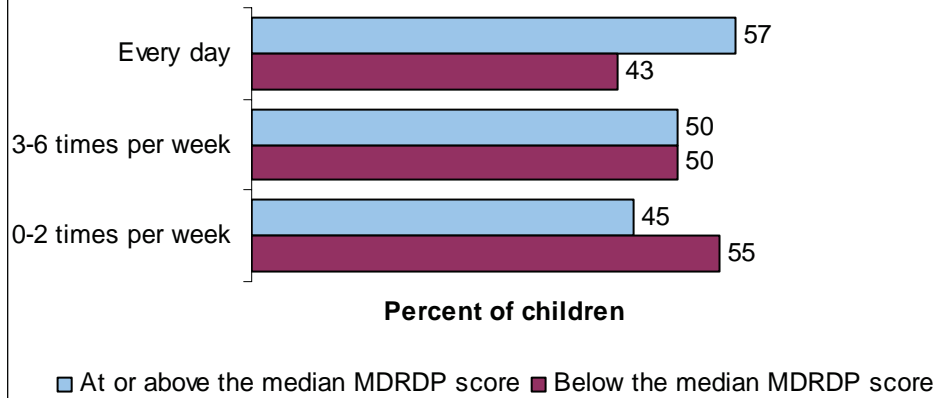


**Figure 7: Children's developmental mastery (MDRDP score),
by preschool attendance**

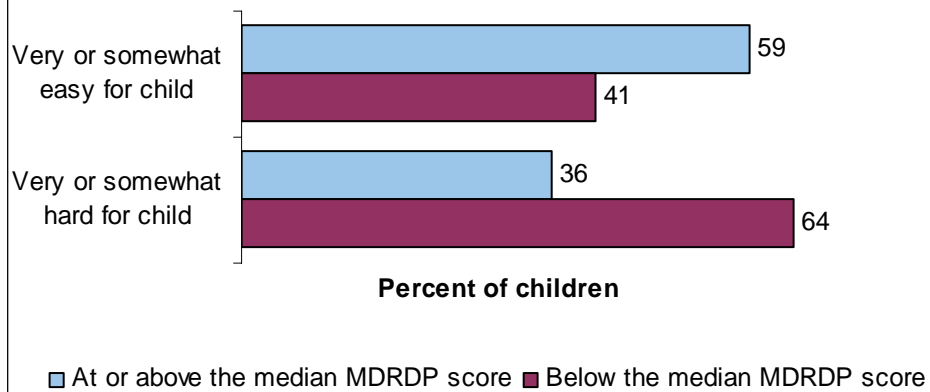


Note: For sample sizes and interaction effects, please see Table 13.

**Figure 8: Children's developmental mastery (MDRDP score),
by frequency child is read to**



**Figure 9: Children's developmental mastery (MDRDP score),
by ease of transition into kindergarten**



Note: For sample sizes and interaction effects, please see Table 13.

X. Limitations of the data

- Although the reliability of the MDRDP is sound, this instrument is a brief checklist about children's developmental competencies. The MDRDP is *not* a diagnostic tool; it is an inventory of key developmental skills and competencies.
- The family interview is conducted over the phone and therefore time limited. It is also a survey that could capture only the experience of families who could speak one of four languages: English, Spanish, Hmong, and Vietnamese. The data do not include interviews from the 1% of the population speaking other languages. Some families declined participation, and their characteristics are unknown.
- All kinds of children from national surveys are included in the national data provided as context. These are not weighted samples representative of California's school children from high-priority schools. For example, these populations would not be weighted to represent a Latino population similar to California's Latino population.
- The data are a measure of children's experiences before entering school and are not a measure of the quality of these schools.

XI. Using statewide and school-level data for program planning

- What do the data suggest about the kinds of programs or services that might be most needed in your community to help children get ready for school?
- Consider whether these data or comparisons between your school-level data and the statewide data have implications for program planning in the following areas:
 - Children’s developmental competencies at entry into kindergarten
 - Child health and health care
 - Developmental screening and parents’ developmental concerns
 - Preschool attendance
 - Family literacy activities
 - Parenting services
 - Kindergarten transition activities
 - Diversity of populations being served

Example 1: Children’s developmental competencies at entry into kindergarten. Use Tables 4-7 to see how many kindergarten children have high versus low levels of mastery of key skills (% fully and almost mastered versus % emerging and not yet mastered). If you have kindergarten transition programs that are targeting social and learning skills, for instance, you may want to look carefully at items in Tables 6 and 7.

You might want to use the scrubbed data* to do additional analyses to compare the children above versus below the median on the MDRDP on certain variables that are of interest in your county. Or you might want to look at the services you are investing in. For instance, you might look at percentages of children with high versus lower developmental mastery and then compare them on the following (i.e., are children with high levels of mastery more likely than those with low levels of mastery to have attended preschool, have health insurance, had an easy transition into kindergarten, etc.?) :

- Attended preschool (Table 10).
- Have health insurance (Table 10).
- Had an easy transition into kindergarten (Table 11).
- Had a developmental assessment (Table 10).
- Had parents who received parenting services (Table 10).
- Are English learners (see primary language in Table 1).
- Are in the lowest-income families (Table 2).

* These data are provided to County Commissions, on request, for each individual school, including individual records with identifying information about children and families removed. County Commissions and local evaluators can use the data for additional analyses. Available by contacting First 5 California at evaluation@ccfc.ca.gov.

Example 2: Children's health and health care. Suppose you are interested in children's health and your County Commission has been focusing efforts on increasing health insurance coverage. Look at items related to health and see how your kindergartners compare with the national data. What percentage of children:

- Were born at low birth weight (Table 1)?
- Have fair or poor overall health status (Table 3)?
- Have health insurance (Table 10)?
- Have a regular place and doctor for medical care (Table 10)?
- Had dental care in the past year (Table 10)?
- Have a reported developmental delay (Table 3)?
- Had parents who had concerns about the child's vision, hearing, use of hands and fingers, and use of arms and legs (Table 8):

The statewide data show that children's health is related to their developmental competencies at kindergarten entry (i.e., children in poor health have lower levels of developmental mastery). Using the scrubbed data for individual schools, you might want to do additional analyses to look at how children's health is related to their developmental competencies at the beginning of kindergarten. For instance, look at the percentage of children with MDRDP scores above versus below the median who are in (a) excellent or very good health, (b) good health, and (c) fair or poor health.

Example 3: Developmental assessment and parents' developmental concerns. Suppose early developmental assessment is of interest in your county and you want to look at data about its importance. You might want to look at the percentage of children who had a developmental assessment prior to entering kindergarten (Table 10). You might also want to look at Table 8, which shows data about parents' concerns about their children's development.

Using the scrubbed data for individual schools, you might want to do some additional analyses to look at the relationship between children having a developmental assessment and parents' developmental concerns.

- What percentage of children who had a developmental screening versus those who did not had parents who had concerns about their children's development (Table 8)?
- Did children whose parents had developmental concerns have a more difficult time transitioning into kindergarten (Table 11)?

Example 4: Preschool attendance. If your County Commission is interested in encouraging preschool attendance, look at the preschool items in Table 10. How do the school level-data compare with the national data? Does preschool attendance predict children's MDRDP scores (Table 13)?

Using the scrubbed data for individual schools, you can do additional analyses comparing children who attended preschool with those who did not. For instance, how do the two groups compare on:

- Child demographic variables (Table 1)?
- Family demographic characteristics (Table 2)?
- Children's overall health status (Table 3)?
- Children receiving a developmental assessment (Table 10)?
- Family literacy activities (Table 10)?
- Children having health insurance (Table 10)?

Example 5: Family literacy activities. If your county has programs that are aimed at promoting early literacy, look at the items about this issue in Table 10 (percentage of parents reporting that they sing, tell stories, and read to their children). How do the percentages compare with the national data shown in Table 10?

Using the scrubbed data for each school, you can do additional analyses to look at frequencies of literacy activities for different groups of children and families. For example, do some groups read to their children more frequently than others? How do percentages for different groups compare with the national data? This can include making comparisons by:

- Child demographic characteristics (e.g., child's race/ethnicity, child's primary language – Table 1).
- Family demographic characteristics (e.g., mother's education level, annual household income – Table 2).

Example 6: Parenting services. If your County Commission is investing in parenting education and support programs, you might want to look at the items about these services in Table 10.

Using the scrubbed data for each school, you can do additional analyses to look at frequencies of participation in parenting services for different groups of children and families. For example, have more parents in some groups attended parenting classes than others? How do percentages for different groups compare with the national data?. This can include making comparisons by:

- Child demographic characteristics (e.g., child's race/ethnicity, child's primary language – Table 1).
- Family demographic characteristics (e.g., mother's education level, annual household income – Table 2).

You can also look at whether or not those who received parenting services have children with better developmental mastery (i.e., compare developmental mastery [Tables 13 and 14] for children whose parents received parenting services versus those who did not).

Example 7: Kindergarten transition activities. Suppose your County Commission has been investing resources in kindergarten transition activities to facilitate children's successful entry into kindergarten. Look at Table 11 and note the percentages of children who experienced various transition activities. How do the percentages compare with the national estimates in Table 11? How many children had an easy transition into kindergarten (Table 11)?

Using the scrubbed data for individual schools, you might want to look at how children's transition into kindergarten is related to their developmental competencies (MDRDP data in Tables 4-7).

Example 8: Addressing cultural diversity. Suppose your County Commission is making many outreach efforts to make sure you are serving the diverse families in your county. Using the scrubbed data for each school, you can do additional analyses to examine data described in all the above examples for different groups of children and families. For instance, this can include making comparisons by:

- Child demographic characteristics (e.g., child’s race/ethnicity, child’s primary language – Table 1).
- Family demographic characteristics (e.g., mother’s education level, annual household income – Table 2).

From such analyses, you can determine, for instance:

- Is preschool attendance similar or different for children from different racial/ethnic groups (Table 10)?
- Are parenting services reaching the lowest-income families, families from different racial/ethnic groups (Table 10)?
- How frequently are children from different racial/ethnic groups read to by their parents (Table 10)?
- How easy or difficult was the transition into kindergarten for children from different racial/ethnic groups (Table 11)?
- Are children with a primary language other than English more or less likely to have health insurance than English speakers (Table 10)?

If you have data on multiple schools across the county, what do these analyses tell you about the different geographic areas or communities of your county?

Questions?

Contact your First 5 California if you have any questions about this report. E-mail First 5 California at evaluation@ccfc.ca.gov or call the toll-free number: 1-800-543-7025.

